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#### ABSTRACT

These three users' manuals are for specific files of the High School and Beyond Study, a national longitudinal study of high school sophomores and seniors in 1980. The three files are computerized databases that are available on magnetic tape. As one component of base year data collection, information identifying twins, triplets, and some non-twin siblings was collected. The "Twins and Siblings' File Users' Manual" enables the user to examine data on 532 twin pairs, five sets of triplets, and 824 sets of data from non-twin siblings. The "User's Manual for Teacher Comment File" introduces data from teachers' responses concerning some of their students' plans after high school. The file for sophomores contains 76,560 records; the senior file contains 67,053 records. The "Friends File Users' Manual" describes the structure and use of a file of the three best friends of 58,000 survey respondents. Control card files containing both SPSS and SAS card images are available on the first two files, but not available on the third file. The student identification pages used to gather information are appended to the twins and friends manuals; the teachers' comments manual includes the questionnaire administered to teachers. (SLD)

\*

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HIGH SCHOOL AND BEYOND:

TWINS AND SIBLINGS' FILE

USERS' MANUAL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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May 1982



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#### HIGH SCHOOL AND BEYOND

## USERS' MANUAL FOR THE TWINS AND SIBLINGS' FILE

### I. INTRODUCTION

High School and Beyond (HS&B), is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, information was gathered that identified twins, triplets, and non-twin siblings among sample members. Sampled twins and triplets were encouraged to bring their co-twin or co-triplet siblings to the group question-naire dministrations. These augmented twins and triplets plus sampled twins, triplets, and siblings comprise the Twins and Siblings file. This file contains all of the variables that are on the HS&B student file, plus two additional variables (Family ID and SETTYPE - type of twin or sibling).

## II. INDENTIFICATION AND AUGMENTATION

## Identification of Twins and Triplets

Due to the fact that twins data lend themselves to powerful analyses which contribute to interpretation of data from the broader HS&B study, elaborate efforts were made to identify twins 1/ as early as possible in the survey process.

Newletters which were distributed to sampled students prior to the actual survey encouraged twins to identify themselves to NORC (National Opinior Research Center) personnel and to invite their co-twin to participate in the

<sup>1/</sup> Since the procedures used with triplets were highly similar they will not be separately described.



study as well (if the co-twin attended the same high school and was not already selected into the sample). The newsletter invitation was followed by a similar appeal at Orientation Day. (Orientation was typically held a week or so prior to the actual Survey Date in order to inform students of the purposes and goals of High School and Beyond and to engender student cooperation with the research.) School personnel were also enlisted in the search of twins in the sample. All of these means of locating twins stressed the importance of twin research and welcomed twin participation in the wider study.

For all sampled students who identified themselves as members of a twin pair, a twin indicator was added to the High School and Beyond School Roster beside the student's Student Code and name. As co-twins were identified, their names and Student Codes were added to the School Roster, similarly flagged as twins and linked to their sampled twin. 2/ The vast majority of twin pairs in the study were pre-identified in this fashion. An additional 52 pairs were discovered using the methods employed to identify ordinary siblings, as described below. Whenever possible, the birthdates of the members of a preidentified twin pair were compared to verify that they were the same.

## Identification of Non-Twin Siblings

The first step was to locate, via computer search of the HS&B student files, all students within each school, with the same surname. Next, appropriate items in the student jaentification section (see appendix) of the question-naires were examined to determine whether students with the same surname lived

<sup>2/</sup> In 90 cases, both members of a twin pair fell into the sample by chance. In all cases, at least one member of the twin pair is part of the original random sample. The non-sampled co-twins are flagged in the data file, as described in the section on Tape Format below, in order that users may identify the augmented twins.



at the same address. If so, and if their birthdates were at least nine months apart as well, this was taken as sufficient evidence that the students were non-twin siblings.

In most instances, there was a great deal of corroborative evidence as well. for example, telephone numbers generally were identical. If not, however, this in itself was not taken to be evidence that the students were not siblings, since it is not uncommon for an adolescent to have his/her own telephone with a different number from the family telephone). In addition, parent names and addresses usually also matched. (However, since only one parent name was requested in Item 2, it occasionally occurred that one student listed the father while the sibling listed the mother). Items 6 and 7 asked respondents to list the names and addresses of persons who would know how to locate the students for future follow-ups. It was not unusual for siblings to list identical relatives at matching addresses, with the indicated type of relative clarifying and supporting the sibling identification (e.g., both high school siblings would list the same post-graduate 'brother' or 'sister'),

In all cases, if any doubt existed regarding the identification of particular twin or sibling pairs, a telephone call was made to the student's home to verify the relationship.

## III. TWINS, TRIPLETS AND SIBLINGS AVAILABLE FOR ANALYSIS

Using the procedures outlined above, a total of 636 twin pairs and 6 sets of triplets were identified. 104 of the twin pairs were not included on the data file because at least one member of the pair had not provided usable Base Year



data. Accordingly the file contains data on 532 complete twin pairs (243 in the Senior cohort and 289 in the Sophomore cohort). One additional twin (whose co-twin supplied no data) is included in the twins dataset because of the fact that this student can be linked to a non-twin sibling who did participate in the Base Year. Among triplets, there are two complete sets (both in the Sophomore cohort), and 3 sets in which at least two of the three members participated in the base Year survey (all in the Senior cohort). In the remaining triplet set, all three members were non-participants. In thirteen instances, twin pairs can be matched with an additional non-twin sibling also in the sample.

A total of 840 sets of non-twin siblings were identified using a variety of High School and Beyond survey materials. Of this number 824 sets were found to have usable data from at least two siblings (counting the 14 sets described above in which a non-twin sibling may be matched with a twin or twin pair).

In all, the Base Year dataset contains 1,348 sets (families) containing two or more siblings (524 with twins or triplets only, 810 with non-twin siblings only, and 14 with both sibling types). Since the sample design for the First Follow-up of High School and Beyond included all Sophomore Base Year non-respondents and a subsample of Senior Base Year non-respondents, the number of usable sets of twins, triplets and siblings may increase slightly in subsequent datasets.



#### IV. DESCRIPTION OF THE FORMS

### Questionnaires

Both the sophomore and senior questionnaires covered such topics as: background, school activities, out-of-school activities, attitudes, and post-high
school plans and aspirations. Some of the items in both questionnaires are
sufficiently similar to items used in NCES's earlier study (of the High School
Class of 1979) to permit meaningful comparisons across their time period.

### Tests

The cognitive tests completed by sophomores were: vocabulary, reading, mathematics (parts 1 and 2), science, writing, and civics education. The cognitive tests completed by seniors were: vocabulary (parts 1 and 2), Mathematics (parts 1 and 2), picture number, mosaic comparisons (part 1 and 2), and visualization in three dimensions.

#### V. FIELD PROCEDURES

The data were collected between February 1 and May 15, 1980. Sophomore and senior groups (including twins, triplets, and siblings) within each school met separately on a given day, and completed the questionnaires and tests in one session. A field representative was present with each group to explain survey procedures and to answer questions.

The first step for the students was the completion of an identification booklet which provided information about how they might be located if selected for a future follow-up. To preserve student confidentiality these booklets were handled, shipped, and stored separately from the other student instruments.



The students then filled out a self-administered questionnaire. When all had finished, (usually in about an hour) a member of the school staff administered the cognitive tests. While the students were taking the tests, field personnel spot edited the questionnaires for completeness of a subset of key questions. 3/ Students were asked to provide any missing key information after they completed the tests. Since both participation in the survey and responding to any particular item were completely voluntary, students were given the option of marking a special oval to indicate that they preferred not to answer a particular question.

School staff usually conducted a series of make-up day, if any sample students were absent on survey day. To preserve the confidentiality of student data these questionnaires were not subjected to spot edit.

All student questionnaires and tests were optically scanned. The questionnaire data were then machine edited and any key items which had been omitted were flagged. Editors attempted to obtain the missing information by telephone.

#### VI. DATA PREPARATION

## Editing and response consistency

The student questionnaires and tests were designed for optical scanning so as to eliminate error in the transfer of data from the instruments to machine-readable form and to make the data available to users in the shortest possible

<sup>3/</sup> Sophomore key quetions were numbers 1, 3, 6, 7, 9, 13, 14, 17, 18, 36, 38, 39, 41, 42, 68, 69, 75, 88, 90, 91, 100. Senior key questions were numbers 1, 2, 4, 7, 11, 14, 16, 17, 36, 38, 39, 41, 42, 62, 65, 71, 79, 87, 89, 90, 101.



time. Checks on data quality were carried out: in the data collection procedure, in the optical scanning operation, and in the telephone follow-up effort.

The editing and response consistency checks were relatively simple because the Senior questionare contained only one skip pattern (seniors not going on to college would skip the last section on college education), and the sophomore questionnaire, none. In the case of two or more related questions, the quescion(s) following the implicit screening question contains a response appropriate for those respondents "screened out" by the first question in the series of related questions. No inter-item consistency checks were carried out for the implicit screening questions.

## Error and missing data codes

To facilitate the comparison of the 1980 High School and Beyond data with that of the 1972 NLS, the error and missing data codes defined for the 1980 data file correspond to those used with the 1972 NLS data file. The codes on the 1980 data file are as follows:

- 6 Multiple response. More than one response where only one response was called for.
- 7 Refusal. The respondent refused to answer an item either at the time of questionnaire administration or telephone follow-up.
- 8 Nonresponse. No response to an item other than a legitimate nonresponse or skip.



9 - Legitimate nonresponse. Based on a precedit g response, the item should not be answered. This applies only to the questions regarding college in the senior questionnaire.

These codes apply to variables with single column data fields. For variables with data fields greater than one column, the leftmost columns are 9 filled (e.g, 96, 996, 9996, 99996).

## Student questionnaire data

The senior questionnaire contains 121 questions and the sophomore questionnaire, 114. Eighty-nine questions are common to both questionnaires. This
section of the data file contains data from both questionnaires. The general
order of the data follows that of the senior questionnaire with unique
sophomore data interspersed among the senior data so that sophomore data
remain in the same order as in the questionnaire.

Vocabulary, reading, and mathematics items that are common to both the senior and sophomore tests have been grouped to form three subtests which contain comparable senior and sophomore test data.

The sophomore, senior, and common sections combined make up 19 tests or subtests (9 senior, 7 sophomore, 3 common). For each part the following data are provided: the number right, the number wrong, the number not attempted,  $\frac{4}{a}$  formula score; a weighted standardized score with a mean of 50 and a standard

<sup>4/</sup> The "number not attempted" includes all items in that test to which no answers were given; either because they were skipped or were not reached.



deviation of 10. 5/ For seniors only, there is a short section containing information concerning attitudes about testing.

## VII. ORGANIZATION AND CONTENTS OF THE DATA FILE

## Coding

The Twin and Sibling data file consists of 2718 student records representing 1,348 families (At least two complete cases per family). The observations in this file are sorted by FAMILY ID (FAMID). 616 sampled twins or triplets, 461 augmentation twin and triplets, and 1,641 sampled siblings (not identified as a twin or triplet) reside on this file.

Each record corresponds to a single student and satisfys the following criteria:

- 1. Student was identified as a twin, triplet, or sibling by the procedures described above.
- 2. Completed case as defined with other High School and Beyond files.
- 3. At least one other identified twin, triplet, or sibling in the family was a completed case.

<sup>5/</sup> Standardization of tests was carried out over the weighted sample for each grade separately, except for the three subtests with common items for sophomores and seniors (BBVOCBSD, BBREADSD, BBMATHSD), which were standardized for both grades together.



This file is coded\* and formatted identically to the High School and Beyond Student Codebook, with the exception of the v riable TWINDATA.

- 1. Column 11, TWINDATA, is coded in a manner different from that used with the Student Codebook.
  - 0 = Not a twin, triplet, or sibling (There are no such cases in this
     file.)
  - 1 = sample twin or triplet (616 cases in this file)
  - 2 = Augmentation twin or triplet (461 cases in the file)
  - \*3 = Sibling, not identified as a twin or triplet (1641 cases on this file)
- \* For more detail on file organization refer to HS&B student codebook.

## Record Layout

The Twin and Sibling file consists of 2,718 records (students) and represents 1,348 unique families (FAMID). Since so few records are involved, the codebook was not put on the release tape. There are a total of 640 variables on this file.

A control card file containing both SPSS and SAS card images will be on the release tape as file 2. The user can edit this file to create either a SAS or SPSS system file.



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The actual tape layout is as follows:

FILE NUMBER	FILE	BLKSIZE	LRECL	RECFM
1	Twin and Sibling File	6180	1030	FB
2	SPSS and SAS file	4000	80	FB

## Similarity of Twin and Sibling File to HS&B Student File

It is suggested that users of the Twins and Siblings File also request a copy of the HS&B Student Codebook since the record layout of the two files is very similar. There are 638 variables on the student file and 640 on the Twins and Siblings file. There are two additional variables at the end of each record on the Twins and Siblings file (SETTYPE and FAMID). SETTYPE (Tape location 1026) is a one-digit alpha-numeric variable that identifies the type (sampled, augmented, etc) of twin, triplet, or sibling on the file. The second variable, FAMID (Tape location 1027-1030), provides a four-digit (numeric) Family ID for each family represented in the file.





# CODES USED IN TWIN AND SIBLING FILE (Variable SETTYPE)

Code or value	Interpretation	N of records (sets)
Twin codes		519
1.	Two sampled twins	74
	Both Sophomores	33
	Both Seniors	41
5	One sampled twin and one augmentation twin	445
	Both Sophomores	.248
	Both Seniors	197
Triplet codes		5
G	One sampled triplet and one augmentation triplet; third augmentation triplet not complete	2
H	One sampled triplet and two augmentation triplets	2
L	One sampled triplet and one augmentation triplet; third sampled triplet not complete	1
Sibling codes		810
0 (zero)	Two sampled cases	802
	Both Sophomores	53
	Both Seniors	<b>4</b> 5 <b>7</b> 04
	One Sophomore and one Senior	704
W	Three sampled cases	7
	Two Sophomores and one Senior	3
	One Sophomore and two Seniors	3 1
	Three Seniors	1
Y	Two complete sampled cases; one incomplete sampled case	e 1
Combined twir and sibling codes		14
Q	One sample twin and one sibling; one augmentation twin incomplete	1 .
R	Two sampled twins and one sibling	4
S	One sampled twin, one augmentation twin and one sibling	9







High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

# STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

Prepared for the National Center for Education Statistics by the National Opinion Research Center NCES Form 2409-07 As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
- 2. You may skip any question you do not wish to answer.
- 8. We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.
- 4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.



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## GENERAL INSTRUCTIONS

FOR O	THER QUESTION	S YOU ARE ASK	ED TO MARK AN O	VAL. AN EXAMPLE
What is	s your present high	school class? (M	ARK ONE)	
Se Ju	reshmanophomoreuniorenior	O If you mark	ou are a Senior you would the oval to the right of or as shown.	
1.	Your name, addr	ess, and telephone	number.	
	NAME:	Last		
			First	Middle
	ADDRESS: _	<del></del>		
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	_	City	State	Z <sub>1</sub> p Co
	mei enii		Cust	Lip Co
	TELEPHONE		elephone Number	
		/IF NO TELEPA	IONE. CHECK BOX	٦.
			IONE, CILECK BOX	1)
			——————————————————————————————————————	
2.	Your parent's or PARENT'S (GUARDIA)	guardian's name, s	address, and telephone	number.
2.	PARENT'S	guardian's name, a		number.  Middle
2.	PARENT'S (GUARDIA)	guardian's name, s	address, and telephone	Middle
2.	PARENT'S (GUARDIA)  If address is same below.	guardian's name, s	address, and telephone	Middle
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and some some some some some some some some	First only and go to Q. 3.	
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, s	address, and telephone	Middle
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and some some some some some some some some	First only and go to Q. 3.	Middle
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and some some some some some some some some	First only and go to Q. 3.	Middle
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and as yours, check bottom as mine	First only and go to Q. 3.	Middle  If different, please fill
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and as yours, check bottom as mine	First only and go to Q. 3.	Middle  If different, please fill
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and N'S) NAME:  Last as yours, check both ame as mine	First only and go to Q. 3.  OR  Apt No.	Middle  If different, please fill
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and as yours, check bottom as mine	First only and go to Q. 3.	Middle  If different, please fill
2.	PARENT'S (GUARDIAN  If address is same below.  ADDRESS:	guardian's name, and some as yours, check both as yours, check both amme as mine    City	First only and go to Q. 3.  OR  State	Middle  If different, please fill
2.	PARENT'S (GUARDIAI  If address is same below.  ADDRESS: Si	guardian's name, and some as yours, check both as yours, check both amme as mine    City	First only and go to Q. 3.  OR  Apt No.	Middle  If different, please fill
2.	PARENT'S (GUARDIAI  If address is same below.  ADDRESS: Si	guardian's name, and N'S) NAME:  Last as yours, check both ame as mine  Number  City  Area Code	First only and go to Q. 3.  OR  State	Middle  If different, please fill
2.	PARENT'S (GUARDIAI  If address is same below.  ADDRESS: Si	guardian's name, and N'S) NAME:  Last as yours, check both ame as mine  Number  City  Area Code	First  Apt No.  State	Middle  If different, please fill

	Your date of birth:	**********			
		MONTH	DAY	YEAR	
4.	Your sex: (MARK C	ONE)	-	🔾 01	
5.	Please write down the use proper names, no	e names of you ot nicknames.)	r three best friends in	this school who are senior	s. (Pleas
	WRITE FIRST AND	LAST NAME	S HERE:		
	(1)				_
	(2)			<del></del>	_
	(3)				
	hese next pages. This	information	ll he kent in etnict con	r filling in the information	
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. ]	or future survey purp Please print the name.	poses, , address, and (	elephone number of a	person (a relative, if possi	hle) wh
f	or future survey purp Please print the name.	address, and terent from you	elephone number of a	person (a relative, if possi	hle) wh
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			No driver's lic	ense
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	sale you spoke when you were a child? (MARK ONE
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	*****
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Polish	
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Spanish	••••
	•••••
Chinese	•••••
French	
German	······································
Greek	06
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Greek Portuguese Filipino languages Polish	

ERIC

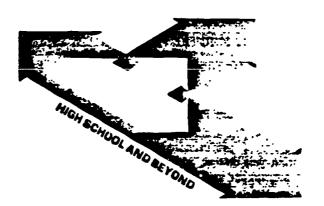
14. W	hat language do the people in your home usually speak? (MARK ONE)
	English 01
	Spanish 01 Italian 02
	Italian
	Chinese 04
	French
	German 06
	Gleen
	a of talgaese
	t mpmo tampunges
	Polish
	Other: (Write in) 11
15. W LA OF	nat other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER NGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST  No other language is spoken
	English
	Spanish 02
	Italian
	Chinese
	French
	German
	German 0 07
	Greek
•	Portuguese
	Filiping languages
	Polish
	Other: (Write in)
	O 12
	se look back at your answers to Questions 11 - 15  IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.
	IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.
•IF y	OU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 we write the most important one on the line.
•IF	OU ANSWERED MORE THAN ONE NON-ENGLISH I ANSWERED

	LINE)						
How w	rell do you	Very Well	Pretty Well	Not V		Not at	
8.	Understand that langua when people speak it .	ge C	0	_	<b>)</b>	0	
			<u>O</u>		<u> </u>	· O	
b.			0		>	0	•••
C.	Write that language	0	O	······	>	0	• • •
<u>.                                    </u>		1	2			4	
How o	ften is that language sp	oken <u>by the</u>	person un	<u>derlined</u>	in eac	h of the	situations
L - 1 9	(MARK ONE OVAL I TIVE INDICATED OR I	ROR EACH	EJINE: E	TUU.	טע אט	ITAF	44 1 7 1 1 7 7
RELA'	TIVE INDICATED OR I UNDER "Does not appl	JU NUI BEE ly.")	, inai -	LIGON	OI I DI	., 2 232374	DD
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		almo	st	half the	Some-	37	not
How o	often do (does):	alway	ys Mostly	time	times	Never	apply
	. You speak that language	σe					
-	to your mother	<u> </u>	oo	0	0	0	0
h	97 Alice annala Alice	4					
Ū	language to you	c	O	0	O	0	0
C.	971. Ab4 low-man						
	to your father	C	›O	O	O	٥	0
đ	. Your father speak that						$\circ$
•	language to you		ک		···		
е	. Your parents speak the language to each other	at		$\circ$	0	0	0
	language to each other	,	<b>ن</b> .				
I.	Other relatives (brothe sisters, grandparents)						
	encel that lenguere						
	around you		)O.		0.	0	0
٩	Von enough that langua	OPP .					
	with your best friends	;⊂	)O		a.		O
L.	. You speak that langua	ige in				$\circ$	
1	school with other stud		JO.		<b>ن</b>		
<b>3</b> 7	. You speak that langua						
_	the stores you go to often (i.e., grocery,						
_	the stores you go to often (i.e., grocery,		)O.	c	0	0.	
i	the stores you go to often (i.e., grocery, record store, clothes store)	C					
i	the stores you go to often (i.e., grocery,	C					

		well do you do t				TOIL D	AUII DINE,	
				Very Weil	Pretty Well	Not VeryWell	Not atAll	
	. 8	. Understand spo	ken English	ā	ō	0		
	b	. Speak English	••••••	a	0	O	a	
	-	Read English	• • • • • • • • • • • • • • • • • • • •	a	0	O	······a····	
	đ	. Write English.	• • • • • • • • • • • • • •	···Q·····	0	O	a	
				1	2		4	
hi lu	s series cation y	of questions con	EDUCATION cerns subject d in the Unit	s you may	y have had		Please answe	er <u>only</u> f
).	Did yo	u have the follow	ving courses i	n grades	<u>1 - 6?</u> (MA			CH LIN
	D	id you have	•	Yes	No		t in U.S. rades 1 - 6	
	2.	An English con	urse designed n non-English	for				
			grounds					
	<b>b</b> .	Reading and w			······································	• • • • • • • • • • • •		
	<b>.</b>	language (ref						
			uage")	$\circ$			$\circ$	
	c.	Other subjects,			······································	• • • • • • • • • • •		
	-		nt, at least in	· •				
			inguage				$\circ$	
	đ.	Courses in the				• • • • • • • • • • • • •		
	•	culture of you						
		country of or	igin or their					
		life in the Uni	ted States	0		••••••		
				1	2		,	
_								
	Did voi	ı have the follow	ing courses i	n ørades 7	7 - Q7 /MA	RK ONE O	WAT FOR FA	ינו דוני
		have the follow	ing courses in			Not	is U.S.	CH LIN
		have the follow	ing courses in	grades 7	7 - 9? (MA:	Not		CH LINI
	Di	d you have		Yes		Not	is U.S.	CH LIN
	Di	d you have An English cou	rse designed f	Yes		Not	is U.S.	CH LIN
	Di	d you have  An English coustudents from	rse designed f	Yes Cor	No	Not in gr	t is U.S. ades 7 - 9	CH LIN
	Di a.	d you have  An English coustudents from speaking back	rse designed f non-English grounds	Yes Cor	No	Not in gr	t is U.S. ades 7 - 9	CH LIN
	Di a.	d you have  An English coustudents from speaking back, Reading and wr	rse designed f non-English grounds	Yes Cor	No	Not in gr	t is U.S. ades 7 - 9	CH LIN
	Di a.	d you have  An English coustudents from speaking back, Reading and will language (refe	rse designed if non-English grounds eiting in that er to Q. 16	<u>Yes</u> ?or ○	<u>№</u> O	Not in gr	t is U.S. ades 7 · 9	CH LIN
	Di a. b.	d you have  An English coustudents from speaking back, Reading and will language (reference)	rse designed for non-English grounds	<u>Yes</u> for O	<u>№</u> O	Not in gr	t is U.S. ades 7 · 9	CH LIN
	Di a. b.	An English coustudents from speaking back, Reading and writinguage (referor "that langue Other subjects,	rse designed for non-English grounds	<u>Yes</u> forO	<u>№</u> O	Not in gr	t is U.S. ades 7 · 9	CH LIN
	Di a. b.	An English coustudents from speaking back, Reading and wright for "that langue Other subjects, science, taugh	rse designed for non-English grounds	Yes  for	<u>№</u> O	Not in gr	t is U.S. ades 7 · 9	ch Lini
	Di a. b. c.	An English coustudents from speaking back, Reading and wilanguage (refefor "that langu Other subjects, science, taugh part, in that la	rse designed in non-English grounds  iting in that er to Q. 16 age")  such as math t, at least in nguage	Yes  for	<u>№</u> O	Not in gr	t is U.S. ades 7 · 9	CH LIN
	Di a. b. c.	An English coustudents from speaking back, Reading and wilanguage (refefor "that langu Other subjects, science, taugh part, in that lac	rse designed in non-English grounds riting in that er to Q. 16 age") such as math t, at least in nguage history and	Yes  for	<u>№</u> O	Not in gr	t is U.S. ades 7 · 9	CH LIN
	Di a. b. c.	An English coustudents from speaking back, Reading and wilanguage (refefor "that langu Other subjects, science, taugh part, in that la Courses in the iculture of you	rse designed if non-English grounds riting in that er to Q. 16 age") such as math t, at least in nguage history and r ancestors'	Yes  for	<u>№</u> O	Not in gr	t is U.S. ades 7 · 9	CH LIN
	Di a. b. c.	An English coustudents from speaking back, Reading and wilanguage (refe for "that langu Other subjects, science, taugh part, in that la Courses in the local ture of you country of original students.	rse designed for non-English grounds	Yes  for	<u>№</u> Q	Not in gr	is U.S. ades 7 - 9	CH LIN
	Di a. b. c.	An English coustudents from speaking back, Reading and wilanguage (refefor "that langu Other subjects, science, taugh part, in that la Courses in the iculture of you	rse designed for non-English grounds	Yes  for	<u>№</u> Q	Not in gr	is U.S. ades 7 - 9	CH LIN

	Did you have	Yes	No	
	a. An English course designed students from non-English speaking backgrounds	h	0	
	b. Reading and writing in the language (refer to Q. 16 for "that language")	<u>t</u>		
	c. Other subjects, such as ma science, taught, at least i	th or n		
	d. Courses in the history and culture of your ancestors country of origin or their	•	O	
	life in the United States.	O		
3. This	inking about <u>all</u> the courses you ching was done in that langua	had in each of	those grades listed below	w, how much of the
A.	In grades 1 - 6: (MARK Ol All or almost all of the te was done in that language Most was in that language About half was in that language Some was in that language None was in that language Was not in school in U.S. the	aching	○ 02 ○ 03 ○ 04 ○ 05	
В.	In grades 7 - 9: (MARK O All or almost all of the to was done in that language Most was in that language About half was in that language Some was in that language None was in that language Was not in school in U.S. th	eaching	○ 02 ○ 03 ○ 04 ○ 05	
C.	In grades 10 - 12: (MARK All or almost all of the to was done in that language Most was in that language About half was in that language Some was in that language None was in that language	eaching  uage	() & () & () <b>H</b>	

SO, SIP 4278 1980



Form Approved FEDAC No. S99 App Exp: 12 89

High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

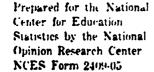
All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

## STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:



As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
- 2. You may skip any question you do not wish to answer.
- 3. We are asking you these questions in order to gather information about what happens to stude 's as they move out of high school and make decisions about post-secondary education and wo. k.
- 4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.



## GENERAL INSTRUCTIONS

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:
What is your present high school class? (MARK ONE)

Freshman	O If	you are a Sophomore you suld mark the oval to the ght of Sophomore as shown.	
1. Your name, add	ress, and telephor	ne number.	
NAME:	Last	First	Middle
ADDRESS:	Number	Street	
		•	
•		Apt. No.	
•	City	State	Zip Code
TELEPHON	IE:	<u>/</u>	
	Area Code	Telephone Number	
	(IF NO TELE	PHONE, CHECK BOX )	
PARENT'S (GUARDI	an's) name:	ne, address, and telephone num	Middle
PARENT'S (GUARDI	an's) name:	e, address, and telephone num	Middle
PARENT'S (GUARDI	an's) name:	ne, address, and telephone num	Middle
PARENT'S (GUARDI  If address is sam below.	AN'S) NAME:ine as yours, check	ne, address, and telephone numerates and First box only and go to Q. 3. If do	Middle lifferent, please fill in
PARENT'S (GUARDI  If address is sam below.	AN'S) NAME: LA	ne, address, and telephone numerates and First box only and go to Q. 3. If do	Middle lifferent, please fill in

-1-

(IF NO TELEPHONE, CHECK BOX

	Your date of birth:	MONTH	DAY	YEAR	_
<b>4</b> .	Your sex: (MARK (	ONE)		🔾 01	
5.	Please write down the	ne names of y	rour three best friends knames.)	in this school w	ho are Sophomore
	WRITE FIRST AND	LAST NAMI	ES HERE:		
	(1)				<del></del>
	(2)		<del></del>		
	(8)				
ti	ave worked out. To he hese next pages. This	elp us do so, w information w	in touch with you agai we would appreciate you will be kept in strict con	r filling in the inf	formation on
h ti fo	nave worked out. To he hese next pages. This or future survey purpose print the neme	elp us do so, winformation wonders.  address, and ferent from yo	e would appreciate you	r filling in the ini fidence and will o	ormation on only be used
h ti fo	nave worked out. To he hese next pages. This or future survey purpose print the neme	elp us do so, winformation winformation windows.	ve would appreciate you will be kept in strict constitutions telephone number of a	r filling in the ini fidence and will o	ormation on only be used
h ti fo	nave worked out. To he hese next pages. This or future survey purpose print the neme	elp us do so, winformation wonders.  address, and ferent from yo	ve would appreciate you will be kept in strict constitutions telephone number of a purs, who will always kn	r filling in the ini fidence and will o	ormation on only be used
h ti fo	nave worked out. To he hese next pages. This or future survey purpose print the neme	elp us do so, winformation winf	ve would appreciate you will be kept in strict constitutions telephone number of a purs, who will always kn	r filling in the inifidence and will of the person (a relative to get	ormation on only be used



in question 6).			
	Name		
	Number	Street	
	City	State	Zip Code
Relationship to you	Area Code Telephone N	lumber	
identification number	our driver's license (autom and the state in which it the number, please fill in	was issued. If you	do not have a driver's
		No duine	n'a liaanaa
Identification Numb	ial Security number in th	Don't kno	ow the number
Please print your Soc Security number or of Giving us your So penalty for not of correctly matches	cial Security number in the don't know the number, plus ocial Security number is condisclosing it. It is needed seed with the same individuation 436 of the General Education 436 of the General 436 of t	e space below. If you ease fill in one of the impletely voluntary, and that any later inform. We are authorized the ducation Provisions A	ow the number
Please print your Soc Security number or of Giving us your So penalty for not of correctly matched questions by Sec	cial Security number in the lon't know the number, plucial Security number is condisclosing it. It is needed seed with the same individual	Don't know  e space below. If you ease fill in one of the npletely voluntary, and that any later inform l. We are authorized a ducation Provisions A  No Social Se Do not know	ow the number
Please print your Soc Security number or of Giving us your So penalty for not of correctly matched questions by Sec 1221e-1).  Do you have a nickness.	cial Security number in the don't know the number, plus ocial Security number is condisclosing it. It is needed seed with the same individual ation 436 of the General Education 436 of the General 436 of	Don't known page of the space below. If you case fill in one of the space below. If you case fill in one of the space of that any later information of that any later information. We are authorized that any later information of the space of	ow the number
Please print your Soc Security number or of Giving us your Society for not of correctly matched questions by Sect 1221e-1).  Do you have a nicknown friends, neighbors or	cial Security number in the don't know the number, placed Security number is condisclosing it. It is needed and with the same individuantion 406 of the General Education 406 of the General Education Security Number  Social Security Number  ame or some name other relatives know you? (MA	Don't known page of the space below. If you case fill in one of the space below. If you case fill in one of the space of that any later information of that any later information. We are authorized that any later information of the space of	ow the number



1. Wh	converse questions are about the language or languages spoken b	
	What was the first language you spoke when you were a child?	(MARK ONE)
		()
	Spanish	•
	Italian	
	Chinese	
	French	
	German	
	Greek007	
	Portuguese	
	Filipino languages	
	Polish	
	10	
	Other: (Write in)	
Whi (MA	What <u>other</u> language did you speak when you were a child—befor MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTE	e you started school: N SPCKEN.)
	I spoke no other language 01	
	I also spoke:	
	•	
	English	
	Spanish O &	
	Italian O4	
	Chinese 05	
	French 06	
	German 007	
	Greek	
	Portuguese09	
	Filiping languages	
	Filipino languages	
	Polish	
	Other: (Write in)	
What	hat language do you usually speak now? (MARK ONE)	
,	English	
,	English	
:	English 01 Spanish 02	
i	English 01 Spanish 02 Italian 03	
	English	:
	English	÷.
	English	÷.
	English	•
	English	

14	4. What language do the people in your home usually speak? (MARK ONE)
	English 01
	Spanish
	Italian
	Chinese
	French
	German
	Greek07
	Portuguese 06
	Filipino languages 9
	Polish
	Other: (Write in)
	<b></b>
_	
15	What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHE: LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOS OFTEN.)
	No other language is spoken 01
	991 41 1 4
	The other language spoken is:
	English
	Spanish 03
	Italian 04
	Chinese O 05
	French
	. GermanΟ σ
	Greek○ 0€
	Portuguese 09
	Filipino languages
	Polish 0 11
	Other: (Write in)
16.	Please look back at your answers to Questions 11 - 15  IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.  IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.  *IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.
	$\cdot$



-5-

How well do you	Very Well	Pretty Well	Not Very Well	Not at	
a. Understand that language	<u>e</u>			***************************************	-
when people speak it	0		0	0.	••••
o. obear mat faulinge					
<ul><li>c. Read that language</li><li>d. Write that language</li></ul>			0	O.	••••
	1	2	 •	······O.	••••
How often is that language spok below? (MARK ONE OVAL FO RELATIVE INDICATED OR DO OVAL UNDER "Does not apply."	NOT SEE	erson und INE. IF THAT PE	erlined in YOU DO RSON OF	each of the NOT LIVE	e situations li E WITH THE ASE MARK T
How often de (dese)	Always o		About half the Son	ne.	Does not
How often do (does):	always	Mostly	time tim		apply
a. You speak that language					
to your mother	0	0		20	$\circ$
o. Tour mother speak that					
language to you	0	0		20	0
c. Ton shear flat lalibilities					
to your fatherd. Your father speak that		0		DO.,	0
language to you					
language to you  e. Your parents speak that		O	حح	20	0
language to each other	0	$\circ$		`	_
sisters, grandparents) speak that language					
around you	0	O	.OC	20	0
9. TOO SPEAK FURT INDINAGE					
with your best friends h. You speak that language in	O	0	.00	0	0
echool with attended in			<u> </u>	_	
aciloui willi diner stimante	・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	O	0	!O	O
school with other students i. You speak that language in the stores you go to most often (i.e., grocery,	!				
the stores you go to most often (i.e., grocery, record store, clothes	<b>!</b>				
the stores you go to most often (i.e., grocery, record store, clothes store)	<b>!</b>	0	.0	0	···O·····
the stores you go to most often (i.e., grocery,	0				



9. H	ow w	ell do you do the following?	(MARK O	NE OVAL	FOR EACH LINE)	
				Well	Very Not at Well All	
		Understand spoken English				
	D.	Speak English	<u>O</u>		O	
		Read English				
	u.	Write English	1	2	3 4	
is se	ries o	EDUCATION 1 of questions concerns subjects			<del></del>	only for
ucati	on yo	u have received in the United	States.			
. Di	d you	have the following courses in	grades '	· 6? (MARK	ONE OVAL FOR EACH	H LINE
		d you have	Ye.	No No	Not in U.S. in grades 1 - 6	
		•	<del>-</del> ·			
	8.	An English course designed for	r			
		students from non-English				
		speaking backgrounds	0	0	O	
	b.	Reading and writing in that				
		language (refer to Q. 16				
		for "that language")	0	0		
	c.	Other subjects, such as mat i	or			
		science, taught, at least 'n				
		part, in that language	0	0		
	d.	Courses in the history : d				
		culture of your ances ors'				
		country of brigin or their				
		life in the United States	0	0		
			1	2	8	
_						
Die	d you	have the follov ing courses in	grades 7 -	<u>9?</u> (MARK	ONE OVAL FOR EACH	I LINE)
	Did	you have	Yes	No	in grades 7 - 9	
	۵.	An English course designed for	•			
	<b>.</b>	studer is from non-English				
		sperking backgrounds	$\circ$	$\circ$		
	h	Reading and writing in that	•			
	U.	l'.nguage (refer to Q. 16				
		for "that language")		$\circ$		
	•	Other subjects, such as math o				
	C.		1			
		science, taught, at least in part, in that language				
	A	Courses in the history and	🔾	·····		
	u.	culture of your ancestors'				
		country of origin or their				
		life in the United States	$\circ$			
		me in the Office Aures	···· • ·····	·····	··············	
			1	2	3	

22. Di	d you have the following courses in p	grades 10 - 12	2? (MARK ONE OVAL	FOR EACH LINE) W
	Did you have	Yes	No	•
	a. An English course designed fo students from non-English speaking backgrounds			
	b. Reading and writing in that language (refer to Q. 16			•
	for "that language")		O	_`
	d. Courses in the history and culture of your ancestors'	D	O	5.
	country of origin or their life in the United States	0	···•••••••••••••••••••••••••••••••••••	
A.	inking about all the courses you had ching was done in that language?  In grades 1 - 6: (MARK ONE)  All or almost all of the teachin was done in that language  Most was in that language	ng C	) 01	ر ر. <sup>-</sup>
	About half was in that language		) 03 ) 04 ) 05	
B.	In grades 7 - 9: (MARK ONE)  All or almost all of the teachin was done in that language  Most was in that language About half was in that language Some was in that language None was in that language Was not in school in U.S. then	00000	0 02 0 03 0 04 0 05	
C.	In grades 10 - 12: (MARK ONE All or almost all of the teachin was done in that language Most was in that language About half was in that language Some was in that language None was in that language	0.000	02 03 04	- u

## HIGH SCHOOL AND BEYOND

USER'S MANUAL

FOR

TEACHER

COMMENT

FILE.

PREPARED

BY

NATIONAL CENTER FOR EDUCATION STATISTICS

LONGITUDINAL STUDIES BRANCH

APRIL 1982



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# HIGH SCHOOL AND EEYOND: USERS' MANUAL FOR THE TEACHERS' COMMENTS FILE

#### INTRODUCTION

High School and Beyond (HS&B), is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, teachers were asked to fill out a short questionnaire concerning those HS&B students whom they had taught during the 1979-80 school year. This manual describes the structure and use of the Teachers' Comments (data) Files that resulted from that data collection.

II.

#### DATA COLLECTION PROCEDURES

In each of the 1,015 schools participating in HS&B, a school official was appointed as HS&B coordinator. Each coordinator was asked to distribute to each teacher in the school a packet consisting of: a Teacher's Comment Form - Sophomore Students, a Teacher's Comment Form - Senior Students, a cover letter, and a return envelope (postage paid and pre-addressed). Coordinators were further directed to distribute a reminder note to each teacher about one week after initial forms distribution. Completed forms were mailed directly back to the contractor, the National Opinion Research Center (NORC), by the teachers themselves.

III.

# DESCRIPTION OF THE FORMS

The forms sent to the schools listed the names of all HS&B sophomores (or seniors) who were attending that school. With respect to each name, teachers were directed to indicate: (1) whether they knew this student, (2) whether they knew a parent of this student, and (3) whether they had had the student in class since September 1979. Teachers were asked to answer seven additional questions, about each designated student, only if they had answered yes to the question about having had that student in class. (Some respondents did not follow this instruction; these and other inconsistent responses were coded as 8's on the file.)

Questions 4 - 10 on both the sophomore and the senior form solicited the teachers' opinions about the student. They were to mark Yes, No, or Don't know with respect to the following statements:

- (4) will probably go to college
- (5) is working up to potential
- (6) seems popular with others
- (7) has talked with me outside of class about school work or plans
- (8) seems to like school
- (9) has the kind of self-discipline to hold a job
- (10) has or may have a physical or emotional handicap that is affecting his or her school work.



1

The sophomore (but not the senior) form included four questions concerning the teacher: subjects currently taught, maximum and minimum proportion of class time devoted to maintaining order, teacher's sex and race.

The forms were filled out with complete anonymity. NORC assigned each completed form, a record identification number which, when combined with the school ID number, created a unique number for each school - teacher - form combination.

Because teachers could have filled out either one or both of the two forms, separate sophomore and senior files have been created. Undoubtedly many, if not most, of the teachers who filled out a sophomore form also filled out a senior form; however, it is not possible to link the two forms filled out by a single teacher.

IV.

#### REPRESENTATIVENESS OF THE SAMPLE

A total of 67,000 packets were distributed. 19,287 sophomore forms and 19,337 senior forms were returned. No meaningful response rate can be calculated from these figures, however, because since we do not know the total number of teachers who had actually taught HS&B students and therefore should have filled out the forms.

Response rates per school varied greatly - ranging from zero to 100 percent. One or more forms were returned from 616 of the 1,001 schools that had sophomores in attendance and from 611 of the 992 schools that had seniors in attendance. Overall 62 percent of the 1,001 schools in the sample were represented among the forms that were returned.

The schools and students who provided data for the Teacher's Comments Files (TCF) cannot be regarded as random subsamples of the full HSEE samples. There is substantial non representativeness by geographic region, school type, and student's race-ethnicity. Preliminary analyses indicate that the TCF sample has about a 20 percent under representation with respect to: schools in the West, alternative schools, Hispanic 1/ public schools, and Hispanic students. A small but statistially significant nonrepresentativeness also exists with respect to: sex, high school program, SES, and achievement test scores. Females, academic program students, high and middle SES students, and high and middle achievement test scores are over-represented by 2 to 4 percent in the TCF sample.

The extent to which the TCF data from a given school adequately represent that school also varies considerably. The average number of teacher reports per student was highest in the North Central region (4.6 for sophomores) and lowest in the West (3.3 for sophomores).

The more teachers who provided information on a given student, the more favorable the ratings tended to be. This tendency was greatest for the item "will probably go to college". For seniors, the probability of a favorable making on this item increased steadily from .54 for students assessed by only one teacher to .71 for students assessed by six teachers.

<sup>1/</sup> A Hispanic school is defined as one in which 30 percent or more of the students are Hispanic.



# CREATION OF DATA FILES

# Coding and Data Entry

TCF forms were optically scanned. Files were cleaned by checking ranges on individual items.

Teachers' comments on individual students were included in the TCF files (separate files for sophomores and seniors) if the following criteria were met: (1) the student about whom the comment was made was in fact a member of the HS&B base-year sample (i.e. had completed a Student Questionnaire); (2) the teacher did not respond "No" to TCF item 3 (Have you had the student in your class since September 1979?), and (3) the teacher answered "Yes", "No", or "Don't Know" to at least one of the seven TCF questions about the student.

# Missing Data Codes

To facilitate comparisons, the TCF file uses the same codes for indicating missing data as were used in the Student file. Specifically, for variables with single column data fields, the missing data code is "8". For variables requiring two-column data fields, the missing data code is "98".

VI.

#### ORGANIZATION AND CONTENT OF THE DATA FILES

## General

The TCF file for sophomores consists of 76,500 records and that for seniors, 67,053 records. Since so few variables are involved, the codebook was not put on the computer tape but is provided as Section X of this user's manual.

A control card file co. aining both SPSS and SAS card images will be on the TCF data tape as File 3. The user can edit this file to create either a SAS or SPSS system file.

The actual tape layout is as follows:

File Number	File	BLKSIZE	LRECL	RECFM
1	Sophomore Teacher File	7400	37	FB
2	Senior Teacher File	760 `	19	FB
3	SPSS and SAS File	4000	80	FB

Each record in the two files (sophomore and senior) includes the following variables, which are grouped by type and positioned in the order listed:

- (1) identification codes
- (2) teachers' comments on students
- (3) teacher characteristics (sophomore file only).



3

# Identification Codes

The first variable on the file is a four-digit school code (SCHOOLID). Next is a two-digit student code (STUDNTID) which when used with SCHOOLID forms a unique code for identifying individual student records. Following SCHOOLID and STUDNTID is the two-digit teacher code (TEACHID). Like STUDNTID, TEACHI: can be combined with SCHOOLID to form an unique teacher identification code.

A single student may have one or more separate records on these files depending on the number of teachers who provided usable reports on him/her. Similarly, a given teacher can be represented more than once if he or she provided usable reports on more than one student.

# Teachers' Comments on Students

Both the Sophomore and the Senior files contain the same 10 questions about the teachers observations and impressions of students.

# Teacher Characteristics (sophomore file only)

The Sophomore TCF asks the teacher to provide background information about him/her-self. Seventeen variables make up this portion of each record on the Sophomore file.

## VII.

# BACKGROUNDS OF TEACHERS (SOPHOMORE TCF only)

Subject(s) taught. About 79 percent of the teachers taught only one subject, 18 percent two subjects, and 3 percent taught three or more subjects.

<u>Time devoted to maintaining order.</u> With their best behaved groups, only 11 percent of the teachers reported spending at least 10 percent of class time maintaining order. This increased to 59 percent of teachers for their worst behaved groups.

Sex. The teachers were almost evenly divided by sex.

Race-ethnicity. The vast majority of the teachers were non-Hispanic white (90 percent vs. only 73 percent of the students), 6 percent were black (vs. 13 percent of the students); and 2 percent were Hispanic (vs. 9 percent of the students).

# viii.

## WORKING WITH TCF DATA

Both the sophomore and the senior TCF files are organized by school and within schools, by student. All records on a given student are together on the files.

## Merging Files

The TCF files can easily be merged with other HS&B files. When doing so, it is suggested that the variables SCHOOLID and STUDNTID be used. The researcher will



4

then be able to take variables from other HS&R files (e.g., Student, Language, or Parent) and merge them with individual student records on the TCF files.

Once the merges have been completed, sorting by TEACHID within SCHOOLID can be carried out if it is desired that all responses from each individual teacher be grouped.

Adding students (from TCF schools 1/) on whom no usable reports were received

For special analyses, the researchers may want to examine information on those HS&B students who attended TCF schools but on whom no usable reports were received. These data, which are not included on the TCF files, can be obtained by merging SCHOOLID information from the TCF files with the HS&B Student file. The following steps outline this process.

- (1) Identify those schools (approximately 600) that are represented on the TCF files and create a file containing the variable SCHOOLID for these schools.

  Merge this file with the HS&B Student File (by SCHOOLID) and keep those individual cases that attended TCF schools.
- (2) Merge this new file (HS&B Students attending TCF schools) with original TCF file by SCHOOLID and STUDNTID. Create a new variable that flags cases that have complete TCF data. Those cases with incomplete TCF data will be the HS&B Students, within TCF Schools, on whom no usable teacher reports were received. The following example, written in SAS, illustrates the above process:

DATA SCHOOL:

SET INO1.TCF(KEEP=SCHOOLID);

BY SCHOOLID;

IF IAST.SCHOOLID:

COMMENT THE ABOVE STATEMENTS CREATE A FILE CONTAINING ONE RECORD PER TCF SCHOOL:

DATA STUDENT:

SET INO2. HSBSTUD(KEEP=SCHOOLID STUDNTID plus any other variabler desired for analyses):

COMMENT THIS DATA STEP CREATES A FILE CONTAINING VARIABLES FROM HS&B STUDENT FILE:

DATA INSCHOOL:

MERGE SCHOOL (IN=IN1) STUDENT:

BY SCHOOLID;

IF IN1;

COMMENT THIS DATA STEP CREATES A FILE CONTAINING ALL HS&B STUDENTS WHO ATTENDED TCF SCHOOLS:

----

DATA FLAGTCF;

MERGE INSCHOOL IN01.TCF(IN=IN2);

BY SCHOOLID STUDNTID;

FLAGTCF = IN2;

COMMENT THIS DATA STEP CREATES A FILE CONTAINING ALL TCF (FLAGGED) STUDENTS MERGED WITH HS&B STUDENT DATA;

1/ All schools that supplied any unable reports are called TCF schools.



## IX.

## GUIDE TO THE TCF CODEBOOK

The TCF Codebook provides information about the two TCF files to aid the user in working with the data. For each questionnaire item, a variable label and the response categories are printed along with the frequency count for the total teacher observation-of-sophomore and teacher observation-of-senior samples. A description of the contents of the codebook follows. The following information is given for each item.

# Variable Identifier

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The variable identifier is a three-part descriptor that indicates (1) whether the item appears on the Sophomore form only or on both forms, (2) the year the data were collected, and (3) the item number.

- A. The first two characters (left-justified) indicate the source of the item:
  - TY = Sophomore form only (Y = Younger)
  - TB = Common to both the Sophomore and the Senior forms (B = Both)
- B. The third character indicates the year the data were collected. For the base year the code is "B".
- C. Characters 4 through 5 indicate the item number on the Teacher Comment Form.

## Veriable Label

A short label appears after the variable identifier.

## Tape Position

For each item in each of the two files, the corresponding tape position is given.

## Response Categories and Frequency Counts

Unweighted frequency counts are presented for each variable in the two files. This section of the codebook is self-explanatory and is similar in layout to standard SPSS or SAS frequency tables.



6

43.

X.

TEACHER COMMENT FORM FILE CODEBOOK



Table 1 - Count of Schools, Teachers, and students represented on TCF files.

	SOPHOMORES*	SENIORS**
Schools	616	611
Teachers	14103	13683
Students	18291	17056

<sup>\* 76,560</sup> sophomores observations \*\* 67,053 senior observations



SCHOOLID FOUR DIGIT SCHOOL ID TAPE POS. 1-4

This four-digit school identification number is a unique random number assigned to each school.

Category Label

(ALL-NUMERIC 4 DIGIT CODE)

LABELS

None

CODES

SENIORS

FORMORES

76560

STUDNTID TWO DIGIT STUDENT ID

TAPE POS. 5-6

This two-digit number identifies respondents within a school. Senior numbers are always between 51 and 99; Sophomore numbers are always between 1 and 50.

Category Label LABELS CODES SENIORS SOPHOMORES (ALL-NUMERIC 2 DIGIT CODE) None all 67053 76560

TEACHID THREE DIGIT TEACHER ID

TAPE POS. 7-9

This three-digit number identifies teachers within a school. It should be understood by the researcher that although both a senior and a sophomore teacher in the same school may have the same ID number, it does not necessarily mean that it is the same teacher. The Teacher ID can be combined with School ID to form unique teacher IDs for senior and sophomore teachers within a school.

Category Label
(ALL-NUMERIC 3 DIGIT CODE)

LABELS
None
CODES
SENIORS
76560
SOPHOMORES
76560

TBB01 KNOW STUDENT

TAPE POS. 10

Do you know this student?

RESPONSES	LABELS	CODES	SE. IORS	SOPHOMORES
Yes	Yes	1	65696	74821
No	No	2	778	1079
Missing Data	Missing	8	579	660
	•		67053	76560

TBB02 KNOW PARENT

TAPE POS. 11

Do you know a parent of this student?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	18192	17630
No	No	2	47242	57343
Missing Data	Missing	8	1620_	1557
_	_		67053	<sup>7</sup> o560

TBB03 HAD STUDENT IN CLASS

TAPE POS. 12

Have you had the student in class since September 1979?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	65139	74505
No	No	2	0	0
Missing Data	Missing	5	1914	2055
	•		67053	76560

For Questions TBB04 - TBB10, the teacher was given the following instruction: IF YES TO 3: PLEASE JEDICATE WHETHER THIS STUDENT (IN YOUR OPINION):

TBB04 WILL PROBABLY GO TO COLLEGE

TAPE POS. 13

This student will probably go to college.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	36464	31468
No	No	2	19927	26998
Don't know	Don't know	3	9813	17112
Missing 'Data	Missing	8	849	982
			67053	76560

TAPE POS. 14

# TBB05 IS WORKING UP TO POTENTIAL

This student is working up to potential.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	36273	36475
No	No	2	25495	32811
Don't know	Don't know	3	4225	6073
Missing Data	Missing	8	1060	1201
			67053	76560

TBB06 SEEMS POPULAR WITH OTHERS

TAPE POS. 15

This student seems popular with others.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	50816	53531
No	No	2	7499	10497
Don't know	Don't know	3	7541	11118
Missing Data	Missing	8	1197	1414
			67053	76560

TBB07 TALKED TO ME OUTSIDE CLASS

TAPE POS. 16

This student has talked to me outside of class about school work or plans.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	29020	19851
No	No	2	36042	54210
Don't know	Don't know	3	670	965
Missing Data	Missing	8	1321	1534
			67053	76560

TBB08 SEEMS TO DISLIKE SCHOOL

TAPE POS. 17

This student seems to dislike school.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	10558	13586
No	No	2	49724	53480
Don't know	Don't know	3	5369	7873
Missing Data	Missing	8	1402	1621
,	,g	_	67053	76560



TAPE POS. 18

# TBB09 SELF-DISCIPLINE TO HOLD A JOB

This student has the kind of self-discipline to hold a job.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	50756	50611
No	No	2	6656	11362
Don't know	Don't know	3	8225	12923
Missing Data	Missing	8	1416	- 1664
			67053	76560

# TBB10 PHYSICAL OR EMOTIONAL HANDICAP

TAPE POS. 19

This student has or may have a physical or emotional handicap that is affecting his or her school work.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	4725	6703
No	No	2	51443	54643
Don't know	Don't know	3	9256	13297
Missing Data	Missing	8	162 <b>9</b>	1917
•	•		67053	76560

SENIOR FILE ENDS.



FOR QUESTIONS TYB11A - TYB11M, The teacher was asked to mark all subjects that he/she had taught since September 1979 in the present school. (SOPHOMORES ONLY)

TYBIIA ENGLISH

TAPE POS. 20

Taught English this year.

RESPONSES	LABELS	CODES '	SENIORS	SOPHOMORES
Yes	Yes	1	-	10663
No Response	No. Resp.	8	-	65897
•	-			76560

TYB11B ART

TAPE POS. 21

Taught art and/or music this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1		2667
No Response	No Resp.	8	-	73893
•	_			76560

TYB11C HISTORY

TAPE POS. 22

Taught history and/or geography this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	5992
No Response	No Resp.	8	-	70568
•	•			76560

TYB11D HOME ECONOMICS

TAPE POS. 23

Taught home economics this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1		1562
No Response	No Resp.	8	-	74998
•	_			76560

TYB11E CHEMISTRY TAPE POS. 24

Taught chemistry and/or physics this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	1854
No Response	No Resp.	8	-	74706
-	-			76560

TYB11F BIOLOGY TAPE POS. 25

Taught biology, and/or botany, and/or zoology this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	5539
No Response	No Resp.	8	-	71021
				76560

TYB11G LANGUAGES TAPE POS. 26

Taught Languages this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1		3269
No Response	No Resp.	8	-	73291
				76560

TYB11H HEALTH TAPE POS. 27

Taught health and/or physical education this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	8675
No Response	No Resp.	8	-	<u>67885</u>
				76560



TYB11I INDUSTRIAL

TAPE POS. 28

Taught industrial, and/or technical, and/or trade this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	2159
No Response	No Resp.	8	-	74401
				<del>76560</del>

TYB11J MATHEMATICS

TAPE POS. 29

Taught mathematics this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	8233
No Response	No Resp.	8	-	68327
				76560

TYB11K BUSINESS

TAPE POS. 30

Taught distributive education, and/or business, and/or office this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	3718
No Response	No Resp.	8	-	72842
				76560

TYB11L SOCIAL SCIENCES

TAPE POS. 31

Taught social sciences this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1		3466
No Response	No Resp.	8	-	73094
				76560



TYB11M OTHER TAPE POS. 32

Taught other classes this year.

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Yes	Yes	1	-	7061
No Response	No Resp.	8	-	69499
				76560

FOR QUESTIONS TYB12A - TY12B: THE TEACHER WAS INSTRUCTED TO: PLEASE THINK ABOUT THE CLASSES YOU HAD LAST SEMESTER.

# TYP12A BEST BEHAVED

TAPE POS. 33

For the <u>best behaved</u> group that you taught last semester, on the average about what proportion of every class meeting did you have to devote to maintaining order?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Almost None	None	1	-	34410
About 5 percent	Five	2	-	12843
About 10 percent	Ten	3	-	3642
About 20 percent	Twenty	4	•••	877
30 Percent or More	Plus 30	3	-	659
Missing Data	Missing	8	-	24129
-	_			76560

## TYB12B WORST BEHAVED

TAPE POS. 34

For the group with the most behavior problems that you had last semester, about what proportion of every class meeting did you devote to maintaining order with that group/class?

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Almost None	None	1	-	7666
About 5 percent	Five	2	-	15026
About 10 percent	Ten	3	-	12567
About 20 percent	enty	4	-	9105
30 Percent or More	Plus 30_	5		8234 <u>—</u>
Missing Data	Missing	8	-	23962
_				76 <b>56</b> 0



TYB13C SEX TAPE POS. 35

# 'Are you:

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
Female	Female	1	400	26260
Male	Male	2	-	266 <b>98</b>
Missing Data	Missing	8	-	2360 <b>2</b>
				76560

TYB14 ORIGIN

TAPE POS. 36-37

# Are You:

RESPONSES	LABELS	CODES	SENIORS	SOPHOMORES
American Indian or	AMERIND	1	-	390
Alaskan Native				
Asian Native or	ASIAN	2	-	271
Pacific Islander				
Hispanic - of Spanish				
or Latin American				
Jagin such as:				
Mexican, Mexican-American,	MEXICAN	3	-	495
Chicano				
Cuban, Cubano	CUBAN	4	-	133
Puerto Rican, Puertoriqueno,	PUERTO	5	-	67
Boricua				
Other Latin American, Latino,	LATIN	6	-	<b>2</b> 26
Hispano, or Spanish descent				
Black, not of Hispanic origin	BLACK	7	-	2805
White, not of Hispanic origin	WHITE	8	-	47902
Missing data	MISSING	98	-	<u> 24271</u>
7				76560



High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

# TEACHER'S COMMENT FORM — SENIOR STUDENTS

Dear Teacher,

The National Center for Education Statistics is authorized by Section 406 of the General Education Provisions Act (20 USC 1221e-1) to collect and report statistics on the condition of education in the United States. While you are not required to respond, your cooperation is needed to provide information which will be used to aid in the interpretation of data about students in the survey. HIGH SCHOOL AND BEYOND.

These forms contain some questions about your impressions of each of the sampled students whom you have had in class during this school year and a few background questions. Instructions for filling out the forms are inside

If you would like more information about High School and Beyond, please call Dr. Carol Stocking collect at (312) 753-1514. Thank you for your heip.

## COMTIDENTIAL

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

Prepared for the National Center for Education Statistics by the National Opinion Research Center NCES Form 2409-15



Please answer the questions by filling in the appropriate circle with a No. 2 pencil (Y=YES, N=NO. DK=DON'T KNOW). Then detach and destroy this name page. Mail the Comment Forms directly back to Westinghouse DataScore Systems in the enclosed Postage Prepaid envelope. Thank you

# STUDENT NAMES

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0	0	$\odot$	$\Box$	Y = YES
0	0		<u> </u>	N = NO
$\Box$	$\Box$	$\Box$	$\Box$	DK = DON'T KNOW
0	$\Box$	$\Box$	$\Box$	
<b>(1)</b>	$\odot$		<b>(1)</b>	

 $\Box$ G G NOTE: Columns 4-10 apply only to those students for whom you have  $\Box$ 0  $\Box$ **(1)** Œ  $\Box$ G answered "YES" in column 3. These seven questions re- $\Box$  $\Box$  $\Box$  $\Box$  $\Box$ quest your impressions of the student, without consulta-**(1)**  $\Box$  $\Box$ 0  $\odot$ tion of school records.

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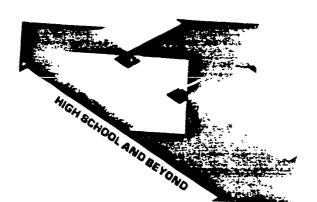
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High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

# TEACHER'S COMMENT FORM — SOPHOMORE STUDENTS

Dear Teacher.

The National Center for Education Statistics is authorized by Section 406 of the General Education Provisions Act (20 USC 1221e-1) to collect and report statistics on the conditional education in the United States. While you are not required to respond your cooperation is needed to provide information which will be used to aid in the interpretation of data are estudents in the survey. HIGH SCHOOL AND BEYOND

These forms contain some questions about your impressions of each of the sampled students when the have had in class during this school year and a few background questions. Districtions for filling out the forms are inside

If you would like more information about High School and Beyond please call Dr. Carol Stocking collect at (312) 753-1514. Thank you for your help

## CONFIDENTIAL

All information which would permit identification of the individual will be held in structure confidence, will be used only by persons engaged in and for the purposes of this survey activated by law to the disclosed or released to others for any purposes except as required by law.

Proposed for the National Center for Location Statistics by the National Openior Research Center Norli Form 2409-15



Please answer the questions by filling in the appropriate circle with a No. 2 pencil (Y=YES, N\_NO), DK= DON'T KNOW). After you have completed the questions about Sophomores, fill in the background questions on the back of the form. (Then detach and destroy this name page.) Next, please complete the parallel set of questions about Seniors, detach and destroy that name page, and mail the Comment Forms directly back to Westinghouse DataScore Systems in the enclosed Postage Prepaid envelope. Thank you.

# STUDENT NAMES

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NOTE: Columns 4-10 apply only to those students for whom you have  $\odot$  $\Box$  $\odot$  $\Box$ answered "YES" in column 3. These seven questions re-G Œ 0 **(1) D** quest your impressions of the student, without consulta- $\odot$  $\odot$  $\odot$  $\bigcirc$  $\odot$ tion of school records.  $\odot$ •

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What subjects have you taught si	ince last September in this school? (MARK ALL THAT APPLY)
aught this year	Taught this year
O English ,	O Health, physical education
O Art, music O History, geography	<ul><li>Industrial technical or trade</li><li>Mathematics</li></ul>
O Home economics	O Distributive education, business, office
O Chemistry, physics	O Social sciences
O Biology, botany, zoology O Languages	O Other (SPECIFY)
	you taught last semester. If you think of the <u>best behaved</u> group that a average about what proportion of every class meeting did you have a?
O Almost none	
O About 5 percent	
O About 10 percent	
O About 20 percent O 30 percent or more	
o or percent or more	
	ith the most behavior problems that you taught last semester. About meeting did you devote to maintaining order with that group class?
O Almost none	
O About 5 percent	
O About 10 percent	
O About 20 percent O 30 percent or more	
() so percent or more	
Are you	
O female or	
) male	
Are you.	
O American Indian or Alaskan Na	
O Asian or Pac.fic Islander (include- Asian Indian, or other Asi	Chinese, Japanese, Filipino, Korcan Vietnamese,
Hispanic - of Spanish or Latin .	
such as: O Mexican, Mexican-American, M	Mexicano Chicano
O Cuban, Cubano	acano. Chican
O Puerto Rican, Puertoriqueno, I	
O Other Latin American. Latino.	. Hispano, or Spanish descent
D Black, not of Hispanic origin	
White, not of Hispanic origin	
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HSB FRIENDS FILE

HIGH SCHOOL AND BEYOND: FRIENDS FILE USERS' MANUAL

Prepared by the

NATIONAL CENTER FOR EDUCATION STATISTICS

September 1982



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# USERS' MANUAL FOR THE "FRIENDS" FILE OF HIGH SCHOOL AND BEYOND

# I. INTRODUCTION

High School and Beyond (HS&B) is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, students were asked to write down the names of their three best friends who were in their grade and school. This manual describes the structure and use of the Friends' file that resulted from that data collection.

# II. DATA COLLECTION PROCEDURES

At each of 1,015 participating high schools, up to 36 sophomores and 36 seniors, who had been randomly selected for participation in HS&B completed several forms: Student Identification Pages, a Sophomore or Senior Questionnaire, and a Sophomore or Senior Test Booklet. Item 5 of the Student Identification Pages asked the respondent to name his or her three best friends who were in the same grade and the same school as the respondent.

# III. DESCRIPTION OF THE CODING

Each respondent was assigned a 6-digit code in which the first four digits identify the school an' the last two digits, the student. For sophomores, the student codes range from 01 to 50 and for seniors, from 51 to 99. All forms filled out by each student bear that student's unique ID number.

<sup>1/</sup>In many schools the actual number of seniors and sophomores was less than the target of 36 sophomores and 36 seniors for several reasons. Some target , students failed to show-up either on survey day or on make-up day. Others declined to participate. At some schools there were fewer than 36 sophomores or 36 seniors enrolled.



# DESCRIPTION OF THE FRIENDS FILE

The Friends file lists all of the approximately 58,000 HS&B respondents in numerical order of ID numbers. Note that all students who were attending the same school are listed together. Opposite each respondent's ID number are listed the ID numbers of his or her named friends if they were: (a) also members of the HS&B sample; (b) also members of the same class (sophomore or senior) as the respondent; and (c) were attending the same school. In this Users' Manual, all friends named who met these three criteria are referred to as "within-range" friends. The order in which the three friends' names are listed on the file preserves the order in which they were named by the respondent.

If any of the names supplied by a respondent were not within range, for reasons explained below, the following codes were used:

#### Situation Code

94

95

- It is impossible to tell whether a friend named by a respondent is in the sample (e.g., due to respondent's illegible handwriting or use of a nickname or first-name only.) A rare exception in coding the latter situation occurred in some very small schools, in which all of the school's sophomores and/or seniors fell into the sample. In this situation it was possible to code the friend even if only a first name was given provided that first name was unique in that grade.
  - The name written in by a respondent is clearly out-of-range (e.g., if the respondent wrote in a flippant choice, such as the name of a



#### Situation Code

cartoon character, politician, or celebrity.) The rarity with which this occurred may be taken as one indication of the seriousness with which students regarded their participation in the study.

- If no (first, second, third) friend was listed by the respondent. 98
- If (first, second, third) friend listed by the respondent was not 99 in the HIGH SCHOOL AND BEYOND sample.

Although it was theoretically possible for senior student codes to range from 51-99, in no case were students with codes higher than 93 named as friends by other respondents.

In a few cases, respondents wrote in more than three names. If the first three names were of students in the sample, then additional names were simply ignored. If that was not the case then the first three names encountere? which met the criteria for inclusion were listed and any further names were ignored.

# y. NUMBER AND TYPES OF LINKAGES

# One-Way Linkages

The Friends file contains 58,270 records representing the same 30,030 sophomores and 28,240 seniors that are on the Student file. Preliminary analyses indicate



4

friends. The number of one-way linkages for sophomores was 18,150 and for seniors, 18,192 (see table 1). These numbers refer to the total number of instances in which an HS&B sample member named a within-range friend.

Choosing vs Being Chosen

The development of friend networks requires information both on the phenomena of choosing and of being chosen. Tables 2 and 3 present information that crosses the number of within-range choices made by each HS&B student with the number of times that individual was himself chosen by other HS&B students.

Reciprocal Linkages

Reciprocity of choices among students provides one estimate of close friendship among individuals. Table 4 presents information on the number of choices that were reciprocated by HS&B participants at both the sophomore and senior levels.

VI. ORGANIZATION AND CONTENT OF DATA FILE

Tape Format

The characteristics of the file are as follows:

DSN = HSB.FRIEND.EDITED.AUG82 RECFM = FB

LRECL = 24

BLKSIZE = 2400



The file consists of one record for each student listed on the Public Use Tape.

Each record consists of only four variables whose names and positions are as

follows:

Variable name	Position		
Student Case ID*	16		
First Choice Friend	7 - 12		
Second Choice Friend	13 - 18		
Third Choice Friend	19 - 24		

# SPSS and SAS Control Cards

SAS card files will not be provided as release files. It was felt that it would be a simple task for the user to create his/her own control cards. Following are sample job set-ups for both SPSS and SAS.

## SPSS

RUN NAMF FILE NAME DATA LIST	CREATION OF FRIEND FILE FRIEND FIXED CHOOSER 1 - 6
INPUT MEDIUM N OF CASES VAR LABELS	CHOSEN1 7 - 12 CHOSEN2 13 - 18 CHOSEN3 19 - 24 TAPE UNKNOWN CHOOSER HSB ID FOR STUDENT CHOOSING/ CHOSEN1 HSB ID FOR FIRST FRIEND CHOSEN/ CHOSEN2 HSB ID FOR SECOND FRIEND CHOSEN/ CHOSEN3 HSB ID FOR THIRD FRIEND CHOSEN

READ INPUT DATA SAVE FILE

<sup>\*</sup>The Student Case ID combines the appropriate four-digit School Code and a two-digit Student Code for each respondent. Note that each chosen friend will also be identified by his/her Student Case ID. Any of the four ID's on each record can be merged with records from other HS&B files.



# SAS

DATA OUT1. FRIEND; INFILE INO1;

ZAPUT

CHOOSER 1 - 6 CHOSEN1 7 - 12 CHOSEN2 13 - 18

CHOSEN3 19 - 24;

LABELS

CHOOSER - HSB ID FOR STUDENT CHOOSING CHOSENI - HSB ID FOR FIRST FRIEND CHOSEN CHOSEN2 = HSB ID FOR SECOND FRIEND CHOSEN CHOSEN3 - HSB 1D FOR THIRD FRIEND CHOSEN;



TABLE 1. Number of students who were named first, second, or third when HS&B respondents were asked to name their three best friends: sophomore and seniors

<b>O</b> 1	der	in	which	Friend	Vas	Named

Grade of Student	First	Second	Third	Totals
Sophomore* Senior**	6,653 6,695	5,928 6,013	5,569 5,484	18,150 18,192
TOTALS	13,348	11,941	· 11,053	36,342

<sup>\* 12,298</sup> sophomores challe HS&B students as friends \* 12,117 seniors chose HS&B students as friends

TABLE 2. Number of students named as a best friend as related to the number of times the naming student was named: HS&B sophomores

# Number of Students Named

Number of times named by others	c	1	2	3	Totals
		2 502	526	159	18,543
0	15,266	2,592	883	280	7,345
1	2,072	4,110			2,592
2	318	<b>95</b> 8	978	338	946
2	60	200	<b>3</b> 56	330	384
3	12	48	119	205	
4		11	25	95	134
5	3	Ô	11	<b>3</b> 5	46
6	G	-	5	20	26
7	1	0		20	9
8	0	0	2	,	3
9	0	0	0	3	2
=	Ö	0	0	2	2
10	U	•	-		
TOTAL	17,732	7,919	2,905	1,474	30,030



TABLE 3. Number of students named as a best friend as related to the number of times the naming student was named: HS&B seniors

# Number of Students Named

Number of times named by others	0	1	2	3	Totals
		2,523	521	153	16,934
0	13,737	3,931	888	254	7,065
1	1,992	940	977	406	2,637
2	314	•	339 <sup>-</sup>	392	972
. 3	58	183		010	396
4	18	44	122 .		125
5	2	9	25	89	75
6	2	4	11	58	
ž	O	0	1	19	20
,	Ŏ	٥	4	5	9
8	Ŏ	ī	0	4	5
9	ĭ	į	0	1	1
10	0	Õ	Ŏ	1	1
11	ð	U	U	-	
TOTALS	16,123	7,635	2,888	1,594	28,240

TABLE 4. Number of times that students named as a best friends reciprocated that choice: HS&B Sophomores and Seniors

# Number of Choices that were Reciprocated

Grade of Student	None	One	Two	Three	Totals
Sophomore* Senior**	3,963 3,933	6,315 6,102	1,627 1,652	393 430	12,298 12,117
TOTALS	7,896	12,417	3,279	823	24,415

Form Approved FEDAC No. S99 App. Exp. 12 80



High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOGL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

# STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

Prepared for the National Center for Education Statistics by the National Opinion Research Center JCES Form 2409-07 As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
- 2. You may skip any question you do not wish to answer.
- 8. We are asking you these questions in order to gather information about what happens to students as they move out of high school and make decisions about post-secondary education and work.
- 4. Your responses will be merged with those of other students, and the answers you give will never Le



## **GENERAL INSTRUCTIONS**

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:

What		your	present	high	school	class?	(MARK	ONE)
------	--	------	---------	------	--------	--------	-------	------

Junior	ma Ser	you are a Senior you would ark the oval to the right of nior as shown.	
1. Your name, add	lress, and telephon	e number.	
NAME:		<u> </u>	
	Last	First	Middle
ADDRESS:	Number	Stree	t
		Apt. No	
•	City	State	Zip Cod
TELEPHON		<u> </u>	
	Area Code	Telephone Number	
		PHONE, CHECK BOX () , address, and telephone nu	mber.
PARENT'S		, address, and telephone nu	mber. Middle
PARENT'S (GUARDIA	guardian's name,	, address, and telephone nu	Middle
PARENT'S (GUARDIA  If address is sam below.  ADDRESS:	guardian's name, AN'S) NAME:  Last e as yours, check b	First sox only and go to Q. 3. If	Middle
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PARENT'S (GUARDIA  If address is sam below.  ADDRESS:	AN'S) NAME:  Lest e as yours, check b	First sox only and go to Q. 3. If	Middle different, please fill i



	MONTH			-
		DAY	YEAR	
Your sex: (MARI	(ONE)		🔾 01	
Please write down use proper names,	the names of your t	three best friends in	this school who ar	e seniors. (Ple
WRITE FIRST AN	ND LAST NAMES	HERE:	•	
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1221e-1).			
1221e-1).		Do not know the r	y number
Do you have a nicknar	- Decial Security Number	Do not know the r Do not wish to give	y number
Do you have a nicknar	ne or some name other elatives kn. w you? (Ma	Do not know the r Do not wish to give	y number
	Identification number of discense or don't know to like the like t	Relationship to you:  Please print below your driver's license (autonidentification number and the state in which is license or don't know the number, please fill is license print your Social Security number in the Security number or don't know the number, please fill is security number or don't know the number, please print your Social Security number is compensity for not disclosing it. It is needed in the security number is compensity for not disclosing it.	Area Code Telephone Number  Relationship to you:  Please print below your driver's license (automobile operator's or chaufi identification number and the state in which it was issued. If you do a license or don't know the number, please fill in one of the ovals below.  No driver's license



The following questions are about the language or languages spoken by you and your family. 11. What was the first language you spoke when you were a child? (MARK ONE) English ..... Spanish ..... Ox Italian ...... Chinese ..... French .......05 German ..... Greek ......007 Portuguese ..... Filipino languages ...... Polish ..... Other: (Write in) 12. What other language did you speak when you were a child-? Ore you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.) I spoke no other language ....... I also spoke: English ...... O@ Spanish ..... O 03 Italian ..... Ou Chinese ..... O<sub>05</sub> German ..... 07 Portuguese ......09 Filipino languages ..... Polish .....On Other: (Write in) \_\_ 13. What language do you usually speak now? (MARK ONE) English ...... Spanish ..... Oct Italian ..... O 03 Chinese ..... German ..... 06 Greek ......007 Portuguese ..... Filipino languages ...... Polish ..... Other: (Write in)

ERIC

24.	what language do the people in your home usually speak? (MARK ONE)
	English 01
	Spanish
	Italian
	Chinese 08
	French
	French
	Greek
•	Greek
	Portuguese
	Filipino languages
	O 10
	Other: (Write in) 11
	O 11
15.	What at a land
10.	What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)
	OFIEN.)
	No other language is spoken 01
	The other language spoken is:
	English
	English
	Spanish
	Italian
	Chinese 05
	French
	German O 07
	Greek
	rortuguese
	r mpine languages
	Polish
	Other: (Write in)
16. I	Plane last to t
	Please look back at your answers to Questions 11 - 15
	IF you answered ENGLISH for no other languages and the same and the
	IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.
•	IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE
	continue with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.
<b>#</b> 1	
1	IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.



EACH	gard to that language, l						
How w	ell do you	Very Well	Pretty Well	Not Ve		Not at	
2.	Understand that langus	ıge	_	_			
•	1le empale id	$\sim$	<u>o</u>	<u>ح</u>	· · · · · ·	0	•••
b.	Contract language		$\mathbf{C}$		<i>'</i>	🔾	
c.	Read that language Write that language	9	····· <u>O</u>	<u>C</u>	·	0	
d.	Write that language	1	2	<b>.</b>		4	
How of	ften is that language sp (MARK ONE OVAL	ooken by the	person u	derlined	in eac	h of the	situations WITH T
RELAT	TIVE INDICATED OR	DO NOT SEE	THAT F	ERSON	OFTE	N, PLEA	SE MARI
OVAL	UNDER "Does not app	oly.")					
		Always		About half the	Some-		Does not
How o	Sten do (does):	almor alway		time	times	Never	apply
8.	You speak that languato your mother	råe	OO.	0	0.	0	0
L.		-4					
D.	language to you		oO.	0	0	0	0
e.							
	to your father	C	oO.	O	O.	·····O··	····O····
d	Your <u>father</u> speak that language to you	ıt		0	0	Ø	0
	- · · · · · · · · · · · · · · · · · · ·						
e.	Your parents speak the language to each other	181 	oO.		0.	0.	0
	Other relatives (broth	ers.					
4.	sisters, grandparent	s)					
	1. Abot lammings		_	_	_		
	around you	C	oO	O		·····O·	
2	<ul> <li>You speak that langu with your best friend</li> </ul>	age	_	0	0	O.	O
	Tr l. Abad lamens	ooo in					
'n	school with other stu	dents	DO		a	0.	O
i	Tr Abak laman	age in					
•	the stores you go to	most					
	often (i.e., grocery,	•					
		S			_		$\circ$
	record store, clother	_	_				$\cdots$
	store)		)O	·····			
j	record store, clother store)	C					0

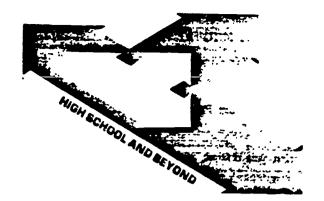
		· · · · · ·	: (MIANA	ONE OVA	L FOR EACH	1 LINE)
			Very Wali	Pretty Well		Not at
	. 2.	Understand spoken English.	ā		0	
	b.	Speak English		0	0	a
	C.	Read English	<u>a</u>		····ō······	<u>a</u>
	a.	Write English	·····Q······		_	<b>.</b>
				<b>*</b>		
This se	eri <b>es</b> o	EDUCATION  f questions concerns subject u have received in the Uni	ts you may	have had		ease answer on
				•		
20. D	id you	have the following courses	in grades	1 - 6? (MA	RK ONE OVA	L FOR EACH I
	Die	d you have	Yes	No	Not in in grades	U.S. 1 - 6
	a.	An English course designed students from non-English				
		speaking backgrounds	0	0		
	b.	Reading and writing in tha language (refer to Q. 16	- •	_	_	
		for "that language") Other subjects, such as mat				******
	C.	science, taught. Si heast in		_		
		part, in that language	0			
	d. •	Courses in the history and culture of your ancestors' country of origin or their				
					_	
		life in the United States	0	2	 8	
1. Di		life in the United States	in grades ?	2 7 - 9? (MAI	RK ONE OVA	L FOR EAC.H L
		life in the United States	1	2	RK ONE OVA	L FOR EAC.H L
1. Di	، Did	have the following courses  you have  An English course designed students from non-English	in grades 7	2 7 - 9? (MAI <u>No</u>	RK ONE OVA  Not is Usin grades	L FOR EAC.4 L J.S. 7 - 9
1. Di	a.	have the following courses  you have  An English course designed students from non-English speaking backgrounds	in grades 7	2 7 - 9? (MAI <u>No</u>	RK ONE OVA  Not is Usin grades	L FOR EAC.4 L J.S. 7 - 9
1. Di	a.	have the following courses  you have  An English course designed students from non-English speaking backgrounds	in grades ?  Yes  for	2 7 - 9? (MAI №	RK ONE OVA  Not is t in grades	L FOR EAC.H L J.S. 7 - 9
1. Di	a.	have the following courses  you have  An English course designed students from non-English speaking backgrounds	in grades 7 Yes for	2 7 - 9? (MAI №	RK ONE OVA  Not is t in grades	L FOR EAC.H L J.S. 7 - 9
1. Di	b.	have the following courses  you have  An English course designed students from non-English speaking backgrounds  Reading and writing in that language (refer to Q. 16 for "that language")  Other subjects, such as math science, taught, at least in part, in that language	in grades 7 Yes for	2 7 - 9? (MAI No	RK ONE OVA  Not is Usin grades	L FOR EAC.H L J.S. 7 - 9
1. Di	b.	have the following courses  you have  An English course designed students from non-English speaking backgrounds	in grades 7 Yes for	2 7 - 9? (MAI No	RK ONE OVA  Not is Usin grades	L FOR EAC.H L J.S. 7 - 9
1. Di	b.	have the following courses  you have  An English course designed students from non-English speaking backgrounds  Reading and writing in that language (refer to Q. 16 for "that language")  Other subjects, such as math science, taught, at least in part, in that language  Courses in the history and	in grades ?  Yes  for  n or	2 7-9? (MAI №	RK ONE OVA  Not is t in grades	L FOR EAC.H L



	Di	d you have	Yes	No	
	8.	An English course designed for students from non-English speaking backgrounds			
•	b.	Reading and writing in that language (refer to Q. 16 for "that language")			
	c.	Other subjects, such as math or science, taught, at least in part, in that language			
	d.	Courses in the history and culture of your ancestors' country of origin or their			••
		life in the United States		•••••	
23. Th te:	inkin ichin	g about <u>all</u> the courses you had i g was done in <u>that language?</u>	in each of t	hose gra	edes listed below, how much of the
A.	In	grades 1 - 6: (MARK ONE)			
		All or almost all of the teaching			
		was done in that language			
		Most was in that language About half was in that language			
		Some was in that language			
		None was in that language			
		Was not in school in U.S. then			
B.	In	grades 7 - 9: (MARK ONE) All or almost all of the teaching	•		
		was done in that language		01	
		Most was in that language			
		About half was in that language			
				) (4	
		Some was in that language			
		None was in that language  Was not in school in U.S. then	C	05	
C.	In	None was in that language	C	05	
C.	<u>In</u>	None was in that language Was not in school in U.S. then grades 10 - 12: (MARK ONE) All or almost all of the teaching		) 05 ) 06	
C.	<u>In</u>	None was in that language  Was not in school in U.S. then  grades 10 - 12: (MARK ONE)  All or almost all of the teaching was done in that language	c	) 05 ) 06 ) 01	
C.	<u>In</u>	None was in that language  Was not in school in U.S. then  grades 10 - 12: (MARK ONE)  All or almost all of the teaching was done in that language  Most was in that language		0 05 0 06 0 01 0 02	
C.	<u>In</u>	None was in that language  Was not in school in U.S. then  grades 10 - 12: (MARK ONE)  All or almost all of the teaching was done in that language  Most was in that language  About half was in that language		0 05 0 06 0 01 0 02 0 03	
C.	<u>In</u>	None was in that language  Was not in school in U.S. then  grades 10 - 12: (MARK ONE)  All or almost all of the teaching was done in that language  Most was in that language		0 05 0 06 0 01 0 02 0 03	



Form Approved FEDAC No. 899 App. Exp. 12 89



High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

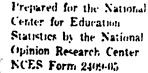
All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

## STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:



As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

- 1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
- 2. You may skip any question you do not wish to answer.
- 3. We are asking you these questions in order to gather information about what happens to students as they move out of high sc. I and make decisions about post-secondary education and work.
- 4. Your responses will be merged with those of other students, and the answers you give will never be identified as yours.



GENERAL INSTRUCTIONS FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED. FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS: What is your present high school class? (MARK ONE) Freshman..... If you are a Sophomore you Sophomore ..... would mark the oval to the right of Sophomore as shown. 1. Your name, address, and ælephone number. NAME: \_ Middle ADDRESS: \_ Number Apl No. Zip Code City **TELEPHONE:** . Area Code Telephone Number (IF NO TELEPHONE, CHECK BOX 2. Your parent's or guardian's name, address, and telephone number. PARENT'S ' (GUARDIAN'S) NAME: . If address is same as yours, check box only and go to Q. 3. If different, please fill in below. ALDRECS: Same as mine OR Street Number Apt No. Zip Code State City TELEPHONE: . Telephone Number

-1-

(IF NO . ELEPHONE, CHECK BOX

8.	Your date of birth:	MONTH	DAY	YEAR	
4.	Your sex: (MARK O	)NE)		01	
5.	Please write down the	e names of yo	our three best friends names.)	in this school who are	Sophomor
	WRITE FIRST AND	LAST NAME	S HERE:	•	
	(1)				<del></del>
	(2)				
	(3)				
	have worked out. To he	elp us do so, we	e would appreciate your	n to find out how your filling in the informati	on on
1	have worked out. To he these next pages. This for future survey purp Please print the name,	elp us do so, we information wi poses.  , address, and t	e would appreciate your ill be kept in strict conf	n to find out how your filling in the informati idence and will only be person (a relative, if poor where to get in touch	on on used
	have worked out. To he these next pages. This for future survey purp Please print the name,	elp us do so, we information wi poses.  , address, and t	e would appreciate your ill be kept in strict conf	filling in the informati idence and will only be person (a relative, if po	on on used
1	have worked out. To he these next pages. This for future survey purp Please print the name,	elp us do so, we information wi poses.  , address, and the information with the information w	e would appreciate your ill be kept in strict confunction in stric	filling in the informati idence and will only be person (a relative, if po	on on used
1	have worked out. To he these next pages. This for future survey purp Please print the name,	elp us do so, we information wiposes.  , address, and the ierent from you	e would appreciate your ill be kept in strict confunction in stric	filling in the informati idence and will only be person (a relative, if po ow where to get in touch Street	on on used
1	have worked out. To he these next pages. This for future survey purp Please print the name,	elp us do so, we information wiposes.  , address, and the information wiposes.  Name  Number	e would appreciate your ill be kept in strict confunction in strict confunction with the work with always known will always which will alw	filling in the informati idence and will only be person (a relative, if po ow where to get in touch Street	ssible) who
1	have worked out. To he these next pages. This for future survey purp Please print the name,	elp us do so, we information wi poses.  , address, and the information with the information w	e would appreciate your ill be kept in strict confile be kept in stric	filling in the informati idence and will only be person (a relative, if po ow where to get in touch Street	ssible) who



		Name		
•		Number	Street	
		City	State	Zip Code
		Area Code Teleph	one Number	
F	Relationship to you:			
lice	nse or don't know	the number, please f	ill in one of the evals	
-				iver's license
. Plea Secu	se print your Soci urity number or do	al Security number i	n the space below. If	You do not have a Social
. Plea Secu	se print your Sociarity number or do Giving us your Sociation not decorrectly matches	al Security number is on't know the number is cial Security number is is closing it. It is need is with the same indivi		you do not have a Social the ovals below.  and there is no formation gets and to ask these
Plea Secu	se print your Sociarity number or do Giving us your Sociarity for not d correctly matched questions by Sect 12216-1).	al Security number is on't know the number is cial Security number is is closing it. It is need is with the same indivi	n the space below. If r, please fill in one of s completely voluntary, a ed so that any later inf idual. We are authorize al Education Provisions  No Social Do not kno	you do not have a Social the ovals below.  and there is no formation gets ed to ask these Act (20 USC  Security number
. Do 3	se print your Sociarity number or do Giving us your Sociarity for not d correctly matched questions by Sect 12216-1).	al Security number is on't know the number is cial Security number is is closing it. It is need it with the same indivision 406 of the General Security Number	n the space below. If r, please fill in one of s completely voluntary, a ed so that any later inf idual. We are authorize al Education Provisions  No Social Do not kno Do not wis	you do not have a Social the ovals below.  and there is no formation gets ed to ask these Act (20 USC  Security number
. Do 3	se print your Sociarity number or do Giving us your Sociarity for not d correctly matched questions by Sect 12216-1).	al Security number is on't know the number is on't know the number is on't know the number is closing it. It is need it with the same indivision 406 of the General Security Number Social Security Number or some name of relatives know you?	n the space below. If r, please fill in one of s completely voluntary, a ed so that any later inf idual. We are authorize al Education Provisions  No Social Do not kno Do not wis	and there is no formation gets ed to ask these Act (20 USC  Security number



ollowing questions are about the language or languages spoken by you ad your family.
What was the first language you spoke when you were a child? (MARK ONE)
English
Other: (Write in)O11
What other language did you speak when you were a chird—before you started school?  MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)  I spoke no other language
English
Other: (Write in)
Chat language do you usually speak now? (MARK ONE)         English       01         Spanish       02         Italian       03         Chinese       04         French       06         German       06         Greek       07         Portuguese       08         Filipino languages       09         Polish       10         Other: (Write in)       11



14	i. What language do the people in your home usually speak? (MARK ONE)
	English 01
	Spanish
	Italian 02
	Chinese
	Chinese 04
	French
	Grank 06
	Greek
	Portuguese
	Filipino languages
	Polish
	Other: (Write in)
15.	What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHE LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOS
	OFIEN.)
	No other language is spoken 01
	The other language spoken is:
	English og
	Spanish
	Italian
	Chinese
	French
	French
	German on
	Greek
	Portuguese
	Filipino languages
	Polish
	Other: (Write in)
	O 12
16.	Please look back at your answers to Questions 11 - 15
	IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.
	IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE
	TO TO TO THE WILL WE NEMP AT that language have
	The same and the s
	the use of that language by you and your family.
	*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.
	and short supportent one on the line.



17.	With regard to that langua EACH LINE)	ige, how well do you do the following? (MARK ONE OVAL)
	How well do you	Very Pretty Not Very Rot at Well Well Well All
	c. Read that language	
<b>.</b> 3.	How often is that language below? (MARK ONE OVA RELATIVE INDICATED OF OVAL UNDER "Does not as	spoken by the person underlined in each of the situations link to the situations link. IF YOU DO NOT LIVE WITH THE R DO NOT SEE THAT PERSON OFTEN, PLEASE MARK TOPPLY.")
	How often do (does):	Always or almost half the some not always Mustly time times Never apply
	a. You speak that langu	19.00
	b. Your mother speak ti	hat
	language to you	········ O´ O O O
	c. You speak that langu	age
	d. Your father speak the	OOOOOO
	language to you	
	e. Your parents speak th	patOOO
	f. Other relatives (brothe	ers.
	sisters, grandparents	))
	speak that language	
	g. You speak that langua	OOOOOO
	with your best friends	0 0 0
	h. You speak that langua	ge in
	i. You speak that language	entsOOOOO
	** A VU BUERK INST 1850mis	
	the stores you go to often (i.e., grocery, record store, clothes	
	the stores you go to often (i.e., grocery, record store, clothes store)	
	the stores you go to often (i.e., grocery, record store, clothes store)  j. You speak that language	

		•	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	g? (MARK ONE OVAL FOR EACH LINE)				
			Very Well	Pretty Well	Not Very Not at Well Ali			
•	a. U	nderstand spoken Englis	sh					
	b. Sp	peak English	Q		······································	•		
	c. Re	ead English				•		
	d. W	rite English	<u> </u>		·· O	•		
			1	ي		•		
is series ucation	s of qu you h	EDUCATI  uestions concerns subject to the L	ON IN THE ects you may	have had i	<del></del>	wer on		
Did y	ou hav	ve the following cours	es in grades 1	l - 6? (MAR	K ONE OVAL FOR E	ach i		
I	Diā yo	ou have	Yes	No	Not in U.S. in grades 1 - 6			
•	ı An	English course design	od 6					
•		tudents from non-Engli	ed Ior					
	31	nucleus from non-Engir	sn -	_				
	. 13	peaking backgrounds						
Đ	). Res	ading and writing in the	<u>ıat</u>					
	14	anguage (refer to Q. 16	i					
	fo	or "that language")		······O				
C	. Oth	ier subjects, such as m	ath or					
	80	cience, taught, at least	in		•			
	pi	art, in that language		0				
ď	. Cou	irses in the history and						
	CU	ulture of your ancestors	<b>;</b> '					
	60	ountry of origin er thei	r					
	lif	fe in the United Stat	0					
			1	2	2			
				<b>.</b>	•			
					_			
		e the following course	s in grades 7	- 9? (MARK	ONE OVAL FOR EA	ACH L		
	id you	have	Yes		Not is U.S.	ACH L		
	id you A 1	i have English course designed	Yes d for		Not is U.S.	ACH L		
	id you A ] stu	I have  English course designed dents from non-English	Yes d for h	No	Not is U.S. in grades 7 - 9	ACH L		
Di a.	id you A l stu spe	I have  English course designed dents from non-Englise eaking backgrounds	Yes d for	No	Not is U.S. in grades 7 - 9	ACH L		
Di a.	id you  A 1 stu spe Read	English course designed udents from non-English eaking backgrounds ding and writing in the	Yes d for	No	Not is U.S. in grades 7 - 9	ACH L		
Di a.	A l stu spe Read lan	English course designed udents from non-English eaking backgrounds ding and writing in <u>(named and and and and and and and and and an</u>	Yes d for hO	<u>No</u>	Not is U.S. in grades 7 - 9	ACH L		
Di a. b.	A I stu spe Read lan for	English course designed udents from non-English eaking backgrounds ding and writing in the inguage (refer to Q. 16 rethat language")	Yes d for h	<u>No</u>	Not is U.S. in grades 7 - 9	ACH L		
Di a. b.	A ] stu spe Read lan for Other	English course designed udents from non-English eaking backgrounds ding and writing in the nguage (refer to Q. 16 rethat language")	Yes d for h	<u>No</u>	Not is U.S. in grades 7 - 9	ACH L		
Di a. b.	A 1 stu spe Read lan for Other	English course designed udents from non-English eaking backgrounds ding and writing in inguage (refer to Q. 16 r"that language") er subjects, such as maience, taught, at least in	Yes  d for h  at th or	<u>№</u> O.	Not is U.S. in grades 7 - 9	ACH L		
Di a. b. c.	A I stu spe Read lan for Other scie par	English course designed udents from non-English eaking backgrounds ding and writing in integrated (refer to Q. 16 rethat language) er subjects, such as maience, taught, at least int, in that language	Yes  d for h  at th or	<u>№</u> O.	Not is U.S. in grades 7 - 9	ACH L		
Di a. b. c.	A I stu spe Read lan for Other scie par Cours	English course designer udents from non-English eaking backgrounds ding and writing in fininguage (refer to Q. 16 r "that language") er subjects, such as maience, taught, at least irt, in that language ses in the history and	Yes  d for h  at th or	<u>№</u> O.	Not is U.S. in grades 7 - 9	ACH L		
Di a. b. c.	A I stu spe Read lan for Other scie par Cours	English course designed udents from non-English eaking backgrounds ding and writing in integrated (refer to Q. 16 rethat language) er subjects, such as maience, taught, at least int, in that language	Yes  d for h  at th or	<u>№</u> O.	Not is U.S. in grades 7 - 9	ACH L		
Di a. b. c.	A I stu spe Read lan for Other scie par Courre cul-	English course designer udents from non-English eaking backgrounds ding and writing in fininguage (refer to Q. 16 r "that language") er subjects, such as maience, taught, at least irt, in that language ses in the history and	Yes d for hO  th or n	<u>№</u> O.	Not is U.S. in grades 7 - 9	CH L		
Di a. b. c.	A I stu spe Read lan for Other scie par Courr cul-	English course designed udents from non-English eaking backgrounds ding and writing in finguage (refer to Q. 16 rethat language") er subjects, such as maience, taught, at least in that language ess in the history and lture of your ancestors intry of origin or their	Yes d for hO  th or n	<u>No</u> O.	Not is U.S. in grades 7 - 9	CH L		
Di a. b. c.	A I stu spe Read lan for Other scie par Courr cul-	English course designed udents from non-English eaking backgrounds ding and writing in the enguage (refer to Q. 16 rethat language") er subjects, such as makence, taught, at least in that language ess in the history and lature of your ancestors'	Yes d for hO  th or n	<u>No</u> O.	Not is U.S. in grades 7 - 9	·		

		Did you have	<u>Yes</u>	No	
		a. An English course designed for students from non-English speaking backgrounds	2		
,		b. Reading and writing in that  language (refer to Q. 16  for "that language")			•
		c. Other subjects, such as math or science, taught, at least in part, in that language			
		d. Courses in the history and culture of your ancestors' country of origin or their		•	
		life in the United States	 1	<b>2</b>	•
		All or almost all of the teaching was done in that language Most was in that language About half was in that language Some was in that language None was in that language	0000	0 02 0 03 0 04 0 05	
		None was in that language	Q	05	
	В.	In grades 7 - 9: (MARK ONE)  All or almost all of the teaching was done in that language Most was in that language About half was in that language Some was in that language None was in that language Was not in school in U.S. then	0000	02 03 04 05	
	C.	In grades 10 - 12: (MARK ONE)  All or almost all of the teaching was done in that language  Most was in that language  About half was in that language  Some was in that language	0	02 03	

